DOCUMENT RESUME

ED 057 340 AC 012 200

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TITLE Minnesota Metropolitan State College. Prospectus II.
INSTITUTION Minnesota Metropolitan State Coll., St. Paul.
PUB DATE 1 Nov 71
NOTE 75p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Adult Education; College Faculty; *Colleges; College Students; Curriculum Design; *Degrees (Titles); Educational Facilities; *Educational Innovation; Educational Objectives; Higher Education; Individual Development; Institutional Administration; Pilot Projects; Skill Development; Student Characteristics; Student Motivation; Teacher Characteristics; Teaching Quality; *Urban Areas
IDENTIFIERS *External Degree Programs

ABSTRACT

This document describes a new type of college; it is divided into seven chapters. Chapter I describes the Minnesota Metropolitan State College (MMSC) as a college with the entire metropolitan area as its campus, which admits students and awards them degrees on the basis of demonstrated competence and not on the basis of credit hours accumulated or courses taken. Chapter II points out that the new kinds of students that MMSC will serve include adults who have dropped out of college but who have the potential and desire to complete degrees and adults who have acquired the equivalent of the first two years of college through work or other experience. Chapter III emphasizes that the college will use facilities already available and spread throughout the Twin Cities metropolitan area, including libraries, museums, and churches. Chapter IV describes the major portion of the MMSC faculty as persons from the metropolitan community with full-time responsibilities unconnected with the college, whose key quality must be a commitment to teaching the kinds of students who will enroll in the college. Chapter V emphasizes that the education offered will be competence-based, i.e., degrees will be awarded to students who demonstrate competencies in five areas: basic learning skills, personal growth, civic skills, vocational skills, and cultural-recreational skills. Chapter VI outlines the pilot program, and Chapter VII discusses college administration and governance. (CK)

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MINNESOTA METROPOLITAN STATE COLLEGE

PROSPECTUS II

November 1, 1971

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Douglas R. Moore, Vice President
John N. Cardozo, Secretary-Treasurer

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I.

"AN URBAN COLLEGE...": WHAT AND WHY?

Minnesota Metropolitan State College is - in the words of the title of the Citizens League report which played so crucial a role in its establishment - "an urban college" for "new kinds of 'students' on a new kind of 'campus'." As we point out in Chapter II, the new kinds of students are essentially those adults whose needs for baccalaureate level education are largely unmet in the metropolitan area. The college will draw its students in large part from among the 700,000 to 800,000 persons over 25 in the Twin Cities who do not have college degrees and who have no institution of their own in which to earn one. MMSC is a college which understands that those who work or maintain a home full-time must go to college at times and in places different from the times and places available to those who study full-time. It is a college sympathetic to the special needs of such persons, making the meeting of those needs its first order of business and not an adjunct function subordinate to the main business of educating the late adolescent and young adult.

MMSC is a college with the entire metropolitan area as its campus. It has no central campus of its own. Instead it will utilize the unused or underused facilities readily available throughout the seven-county area - all those places and buildings outlined in Chapter III. It will bring the college to where people are, not compel people to come where the college is.

It is a college which admits students and awards them degrees on the basis of demonstrated competence and not on the basis of credit hours accumulated or courses taken. It is a college in which the student has the **principal** responsibility for designing his or her own educational goals and the **means** for achieving them, with the personal counsel of readily accessible faculty members whose only responsibility is teaching. It is a college making full use of a great variety of learning resources and teaching techniques and instruments. It is a college which stresses in its curriculum that liberal studies and professional studies

can and must be combined in a baccalaureate program so that every student is equipped and has a demonstrated capacity: (a) to continue to learn after leaving college, (b) to understand and shape his own development as a human being, (c) to function as a responsible citizen, (d) to utilize lifetime leisure skills, and (e) to earn his way in the contemporary, rapidly changing economy. It is a college committed to the cities as a good place to live and work, but a place which must be made even better. To that end, it is a college with programs in liberal studies which stress urban affairs and in such occupational fields as urban administration - both for the public and private sectors - and urban human services (social work and rehabilitation, health services, and educational services).

Why this college, in this time, at this place?

To supplement and enhance the contribution of the six existing Minnesota State Colleges (Bemidji, Mankato, Moorhead, St. Cloud, Southwest, and Winona), in 1968 Dr. G. Theodore Mitau, the Chancellor of the State College System, first advocated the establishment of a seventh state college to serve the Twin Cities metropolitan area. The Minnesota State College Board supported the Chancellor's request to include the creation of such a college in the Board's legislative program in 1969 - when it was not acted upon by the Legislature - and again in 1971. The Minnesota Higher Education Coordinating Commission endorsed the proposal prior to the 1971 session of the Legislature, as did the presidents of the existing state colleges and the Presidents of the six state junior colleges in the metropolitan area.

From the beginning, Chancellor Mitau and the members of the State College Board looked upon the proposed new college as an institution which would address itself to providing innovative alternatives in urban higher education. It would be, they said, an institution which would devote itself to transfer students from

metropolitan junior colleges and area vocational-technical schools, and other adults who needed upper division educational opportunities to complete degrees. And it would do this not by duplicating efforts of existing institutions but by utilizing new teaching-learning methods.

During the fall of 1970 and the winter of 1971, the issues surrounding the establishment of the college were examined by a committee on higher education formed by the Citizens League, a widely respected civic organization consisting of several hundred Twin Cities metropolitan area citizens. It has studied and made recommendations on a number of basic issues confronting this metropolitan area, including studies which resulted in the formation of the Metropolitan Council, hailed nationally as a model for metropolitan government. In the spring of 1971, while the Legislature was considering Chancellor Mitau's proposal, the Citizens League issued an influential report, AN URBAN COLLEGE: NEW KINDS OF 'STUDENTS' ON A NEW KIND OF 'CAMPUS,' calling for the creation of MMSC. Not only did this report have great impact upon the Legislature; most if not all of its recommendations are incorporated into this Prospectus and are profoundly shaping the nature of the institution and the education it will offer.

More than local Minnesota forces, however, have been significant in the creation of MMSC. In the three years since Chancellor Mitau first called for the creation of the college, two national commissions have issued reports which reflect the same needs on a national scale which he and the Citizens League have so eloquently articulated locally. The Carnegie Commission on Higher Education, chaired by Clark Kerr, former President of the University of California, and including nineteen internationally known scholars, administrators, and business and civic leaders, has published several perceptive and challenging reports, many of which refer directly or indirectly to proposals and procedures which MMSC plans to incorporate into its way of doing education. The most recent of these reports, issued in early October, is entitled New Students and New Places. In it

the Commission says the nation will need between 80 and 105 additional four-year, publicly supported colleges by 1980, with three-fourths of them to be located in large urban areas. The particular mission of these colleges is to provide the cities, and particularly the inner cities, with educational opportunities they now lack. Thus the report says:

> The inner cities, in particular, are not now well served by higher education. Higher education has not adequately reflected the urbanization of America. Young people who live in suburban areas are more likely to attend college than those living in inner cities or nonmetropolitan areas, and those living in the poverty portions of large metropolitan areas are especially unlikely to attend college. (Quoted in The Chronicle of Higher Education, October 12, 1971, p 1.)

Report on Higher Education was submitted earlier this year to the Secretary of Health, Education, and Welfare, Elliot L. Richardson, by a Task Force headed by Frank Newman, Vice President of Stanford University. This report was supported by the Ford Foundation and officially endorsed by the Nixon administration, more particularly by Secretary Richardson, who said of it:

> The report asserts that our colleges and universities are not fully serving the educational needs of an expanding population of students and raises the interesting issue as to whether higher education need be academic education.... It points out how exclusive our colleges are, and demonstrates the value of extending higher education off-campus and into homes, neighborhood centers, and places of work. Yet it identifies these and other problems in higher education without making scapegoats of anyone. Citizens, employers, and governments are held as accountable as college presidents, faculties, and students.

Like the Carnegie Commission, the Newman Task Force has called for a fundamental restructuring of higher education and the creation of new institutions to meet the needs of those not presently served by existing institutions. MMSC is responding to the valid charge that most so-called innovation in higher education is mere tinkering, patching and re-packaging of old methods. (See Paul Dressel, The New College: Toward An Appraisal, pub. by ACT and AAHE, 1971, p. 1).

On May 22, 1971, the Legislature, on the basis of local and national needs which it had anticipated when it called upon the HECC to study the question and which had been documented by Chancellor Mitau, the Citizens League, the Carnegie

Commission, and the Newman Task Force, authorized the State College Board to establish MMSC. Three hundred thousand dollars were appropriated for planning and operating the college during the two fiscal years beginning July 1, 1971, and ending June 30, 1973. The Governor signed this bill on June 7, 1971. On June 28, 1971, the State College Board, on the recommendation of the Chancellor, appointed Dr. David E. Sweet as the college's founding president. He had served during the preceeding two years as the State College System's Vice Chancellor for Academic Affairs.

At the time of his appointment, the new president was given this charge by Chancellor Mitau:

* To create a new, innovative, non-traditional college
* To emphasize teaching and not research
* To utilize all available resources and facilities
* To develop a flexible, year-around calendar
* To utilize the specialized experience and expertise of professional men and women within the community

President Sweet responded:

> I accept the charge you have laid down and the opportunities and responsibilities which it represents. This challenge is an opportunity second to none in higher education....
>
> To the citizens of the metropolitan area I say: come, help us plan; share your ideas; bring us your talents. Together we can conceive and implement a program of teaching and learning appropriate to the last quarter of this century.
>
> I accept enthusiastically the opportunity to build a college whose campus is the cities. It is a college for the cities' citizens - not an enclave within the cities to which those retreat who either fear or are alienated from the cities.
>
> To this task I pledge my best effort, thought, and prayer - and I earnestly solicit similar effort, thought, and prayer from all those who desire to associate with us in this magnificent work.

One of the reasons for the establishment of Minnesota Metropolitan State College was to encourage the development and implementation of new ways of doing higher education. The college is to try the untried. Many commentators and

critics have stressed that existing colleges and universities often fail to respond to the legitimate aspirations of many who need, and could profit from, higher education. Rigidities in admissions, degree requirements, scheduling, and related matters delay many from completing programs they would otherwise be highly competent to finish. Others never enter such programs because of these rigidities. A major goal for the college, therefore, is to demonstrate that new ways will work; that flexibility does not diminish quality.

Hopefully this approach will stimulate other colleges, particularly those in the State College System, to re-examine old shibboleths. Already individual representatives, including some Presidents, of these colleges have indicated their desire to use Minnesota Metropolitan State College as a model to hold before decision-making groups. And the Chancellor and the Board, as well as college officers, are particularly eager to have the other colleges use MMSC to test ideas and proposals for educational change. Not all that MMSC will accomplish will be applicable in other settings. But much of what is done should help other institutions make adjustments useful to college students enrolling in the last quarter of the twentieth century.

So MMSC is being created as "an urban college" for "new kinds of 'students' on a new kind of 'campus'." Some evidence that these plans are meeting widely-felt public needs is provided by the Minneapolis Star "Metro-Poll", published October 20, 1971. According to the poll (See Appendix 2), between two-thirds and nine-tenths of those interviewed approve of the basic characteristics of the institution and 72% agreed that MMSC "will fill a need that other state colleges have not filled".

This Prospectus is the second in a series of such documents which will attempt to forecast in some detail the operational characteristics of the institution on a long and short term basis. The ideas and proposals in it will receive their first major test with a pilot program for approximately 200 students which

will open on February 1, 1971. But planning at MMSC will be a constant process, involving not only those directly affiliated with the college, but colleagues in other institutions and interested representatives of affected publics. These planning efforts will culminate at appropriate times (see the attached Appendix I for greater details) in the publication of supplementary issues of the Prospectus. From these planning efforts we anticipate that this college will emerge as a responsive and responsible resource to benefit all metropolitan citizens.

II.

"... NEW KINDS OF 'STUDENTS'"

The new kinds of students which MMSC will serve are:

* Adults who have dropped out of college but who have the potential and desire to complete degrees
* Adults who have acquired the equivalent of the first two years of college through work or other experience, including military service
* Adults who require collegiate level re-training to meet their personal or professional goals in coping with the technological demands of the changing economy
* Adults who transfer from the six metropolitan area junior colleges
* Adults who have completed post-secondary courses in area vocational-technical schools
* Adults with unique higher educational needs which have not been met by other institutions

The Minnesota Higher Education Coordinating Commission in its 1969 Proposals for Progress adopted as a 1985 goal for Minnesota higher education enrolling a number of students equal to 85% of those holding high school diplomas. The Commission argued that such a figure was both feasible and desirable if individuals were to have adequate educational tools with which to function in the modern economy--an economy in which people often find their skills obsolescent and their opportunities diminishing. To reach this goal it is generally agreed that new approaches must be designed, for only in this way can higher education be attractive to those who reject or are not served by existing patterns and institutions. It is not the case that existing patterns are wrong--rather, it is simply that they are not right for everyone. Existing patterns must be maintained and supported. At the same time, new patterns must also be established to reach the needs of those currently outside the

educational mainstream. Despite the number of individual institutions available, it is a fact that there is not sufficient diversity in educational opportunity. As the Newman Report points out (page ix):

> The modern academic university has, like a magnet, drawn all institutions toward its organizational form, until today the same teaching method, the same organization by disciplines, and the same professional academic training for faculty are nearly universal.
>
> ...
>
> We believe that there is a compelling need for new approaches to higher education--not only new types of colleges with new missions, but also new patterns of going to college.

MMSC is not, in short, a college for those who already have colleges--it is a college for those who do not have a college.

The college is particularly interested in serving those individuals who chose, or were compelled by circumstances, to forego a college education at the time of their leaving high school. Such persons should have an opportunity to earn a baccalaureate degree later in life in an institution designed specifically to meet their needs and accommodate their life situations, which typically include either holding full-time jobs or having responsibilities for maintaining homes and raising children, or both.

In 1960 (the latest year for which figures are available), the seven county metropolitan area had a total population of 1,525,297. Of this number, approximately 800,000 were over 25. Of those over 25, approximately 720,000 did not have college degrees. MMSC is predicated on the assumption that a substantial portion of these individuals will personally profit from a college education and also on the assumption that society as a whole, and the metropolitan area in particular, will materially benefit from their obtaining that education. Stated negatively, we reject the propositions that only those who are recent high school graduates between the ages

of 18 and 22 deserve an opportunity for a college education and that all colleges must be designed and conducted in ways to accommodate only the needs of such students.

The academic requirements, schedules, calendars, faculty expectations, and institutional styles of most colleges and universities offering baccalaureate degrees combine to discriminate against the student who is not 18-22 years old and a recent high school graduate. For this reason far too many of those who are 18-22 years old are counseled to go to college prematurely on the grounds that failure to attend immediately after high school means they will never have the opportunity to go. As the Carnegie Report, Less Time, More Options, points out (p.7):

> Some [college students], perhaps as many as 1 in 6 are unwilling 'captives' of formal higher education, attending against their will because of the pressures of their parents and the expected requirements of the jobs to which they aspire. Many others attend school more steadily and for longer periods or in programs that do not match their interests than either they wish or society requires.

It is appropriate to increase higher educational options, therefore, so that some take this step later in life. These adults often profit most from higher education. They have had an opportunity to mature their views and gain a sense of direction. Certainly the experience with returning veterans as students points out the desirability of persons having an opportunity to obtain higher education after having experienced reality outside educational institutions. They are better students and tend to use educational opportunities more efficiently and effectively. (See Carnegie Report, Less Time, More Options, pp.9-10.) In Minnesota currently only 5% of the total college enrollment is over 22.

The college or university which has a student body largely made up of those 18-22 tends either to ignore the needs, age, experience, and desires of older, non-typical undergraduates, or else enrolls them in extension programs or evening

schools which are adjunct and subordinate to the regular program and schools. MMSC on the other hand will not bifurcate its programs, its students, its faculties, or its facilities in this fashion. Because those who are the exception in other institutions will be the principal clients of the college, the college will be administered to meet their needs.

The college will also meet the special needs of those women whose education has been interrupted by marriage and children. These women are a resource too long neglected by colleges which have assumed that the education of them was a waste of their time and the institution's resources. The college will actively recruit such women and design programs addressed to their needs, stressing particularly those programs which will enable them to participate in all aspects of life, all careers, and all professions.

The college will serve the economically poor who are unable to afford a college education. But it will serve them not simply by making the education affordable--many institutions attempt to do this. It will also make it available in a form and in an environment which the poor do not find hostile. It is generally recognized that colleges and universities are middle-class institutions in which the poor--both the working and the unemployed poor--are neither comfortable nor successful. The educational failure of the poor, it has been demonstrated repeatedly, has nothing to do with intellectual capacity. It has much to do with lack of empathetic awareness for the needs of students from backgrounds outside the mainstream of higher education.

The college will serve those who find themselves holding jobs with ceilings above which they cannot rise because of educational deficiencies. It will serve those who started their careers with non-academic, on-the-job training or vocational education,

and who now desire to enrich their lives or their work with collegiate education. For example, many individuals begin careers in trades and occupations which do not require great verbal skills. Later they discover that to run their own businesses or to rise to executive posts such skills are needed. An auto mechanic who wants to obtain a new car dealership or a plumber who seeks to become a contractor or a union member selected to serve as his organization's business agent may all find our baccalaureate programs in administration attractive. Others may seek to move beyond the skills level to the level of technician, e.g., the draftsman who seeks to become an engineering technician or the medical corpsman seeking to become a medical technician. The college will also serve those whose previous education has not adequately prepared them to cope with the changing job market in which they find themselves--i.e., those who are in occupations which are in danger of becoming obsolete.

The college is primarily an upper-level institution, providing its undergraduate students with the equivalent to the last two years of a baccalarueate degree. Those to be served will include persons (e.g., veterans, Peace Corp workers, and college drop-outs or flunk-outs) whose education was, for whatever reason, terminated short of its completion; persons who need additional education or re-training; and persons who simply seek the pleasure of intellectual stimulation and growth through participation in some area of the college program.

Most of those the college will serve will have had prior experience in post-secondary education, particularly in junior colleges and vocational technical schools. On the other hand, some may seek admission to the college who have not had such education. Where appropriate, these applicants will be counseled to complete the first half of a baccalaureate degree in an institution offering lower division education. The college is prepared, however, to respond positively to the exceptional applicant who seeks to offer the equivalent of college-level education which he contends he has obtained outside formally accredited educational institutions in

a variety of structured and unstructured settings. The college will recognize the important fact noted by the Carnegie Commission, Less Time, More Options, p. 7, that "much more of education takes place before college, outside of college, and after college than ever before." It, therefore, will validate and certify such educational equivalencies and incorporate them into its degree requirements. The college is even willing to extend this principle to the possibility of awarding a degree to an individual who has achieved the equivalence of a baccalaureate education without ever participating in any college program. In short, for purposes of both admission and graduation students will be assessed in terms of skills, attitudes, and understanding without imposing limitations as to when, where, how, and from whom such learning has been occasioned.

We recognize that the validation of non-academic or extra-institutional experience for purposes of admission and graduation is both a sensitive issue and a difficult task. It is a sensitive issue because it seems to imply that one can become educated without attending school and that therefore schools may be unnecessary--at least for some persons, in some situations, at some times. Those of us associated with schools, colleges, and universities--being all too human--tend to resent any suggestion that the institutions and processes to which we devote our lives are unnecessary to anyone. (Explicitly we deprecate our contribution; implicitly we exaggerate it.)

Without regard for the sensitivities involved, however, the problem of determining if an individual has obtained the equivalent of a particular level of education (in this case, the first two years of college) without attending an institution is immense. How does one measure such equivalency? Who measures it? With what instruments? These are issues discussed in Chapter V, section C.

In any college, students are learning resources for one another. Because MMSC will offer programs at times, in places, and with a content which appeal directly to a significantly wider spectrum of students, the students should be an especially rich learning resource for one another. A college which actively recruits students from all ages, all social strata, both sexes, all occupations and professions, and all races and ethnic groups, will be a notably better place to learn than an institution with a homogeneous student population. We do not assume, however, that students will automatically take advantage of the opportunity to learn from one another. Rather, we expect that there will be an unconscious drift among students toward other students who are at least superficially similar. For this reason, the college is planning to utilize a number of techniques to ensure useful encounters among students of widely varying backgrounds, interests, goals, and abilities. A major purpose which the college will pursue during the pilot program will be to test a variety of techniques relative to enhancing such student interchanges.

As noted above, MMSC is a college for students who do not now have a college. Less Time, More Options (p. 10) says it well in these words:

> America, also, despite its great recent progress, still distributes opportunities for higher education inequitably. Degrees are more available to the young than to the middle-aged and the old; to men --at a time they can readily be used--than to women; and to members of the higher than to the lower income groups. The American dream promises greater equality than this, and American reality demands that age be served as well as youth, that women be served equally with men, and that the poor be served as well as the rich.

III.

"... On a New Kind of Campus": The Cities as a Resource for Urban Learning

Consistent with the needs of the students we will serve, and consistent with the programs offered and the faculty we will recruit, Minnesota Metropolitan State College will not have a campus in the conventional sense of the term. Rather, the college will use facilities already available and spread throughout the Twin Cities metropolitan area. It will be a college which utilizes the libraries, museums, churches, schools, studios, homes, parks, shops, factories, banks, government buildings, and even the streets of the Minneapolis-St. Paul metropolitan area. The college will not be nor become an enclave or a cloister. In short, the campus will be wherever there are people and the possibility of an environment conducive to learning. Such facilities presently exist and most are under-utilized. Aside from minimal administrative offices, the college neither needs nor will accept building facilities in which it is the principal occupant or owner. By using existing resources within the area, the college will become a new resource for the area. (Consistent with the recommendation of the Citizens' League report, such administrative offices as the college requires will be located in both downtown St. Paul and downtown Minneapolis by early 1972.

This approach has a number of advantages, not the least of which is that it will teach students how to utilize the facilities of the cities rather than become dependent upon specialized facilities created by a college or university for the exclusive use of students. It will eliminate expensive duplication of effort. Since the students will be metropolitan residents, they are entitled to use public metropolitan facilities without cost. And the state need not build expensive additional facilities just for the college.

Library facilities provide an illustration. The college will utilize public libraries scattered throughout the metropolitan area, as well as special

and private libraries which can be made available without cost or for a minimum fee. In this way the college may become a useful community catalyst which will enhance the already-existing efforts at inter-library cooperation. It will also make its students more sophisticated clients of public libraries - men and women who will maximize the utilization of these too-often neglected educational resources. Instead of teaching students to be dependent upon a college library designed exclusively for their use, we will teach students how to interact fruitfully with existing libraries thereby making the students more effective citizens and perhaps contributing to an increased responsiveness on the part of public libraries. To this end, the college has already received written offers from two major library systems for the use of their facilities. College staff members are systematically canvassing all available libraries, and discussions leading to formal agreements between the college and all public (and some private) libraries are being negotiated. The exact terms under which college students and staff will have access to these libraries, including the role the staff will play in ordering specialized learning materials, will be incorporated into these agreements. As soon as funds are available, a learning resources coordinator who is thoroughly familiar with Twin Cities area libraries and other learning resources will be employed, together with such other staff as the coordinator recommends and justifies. Should it prove necessary to do so, the college will seek funds to aid libraries and other learning resource agencies which need supplementary assistance to meet college needs.

For classrooms and laboratories the college will utilize space in such facilities as the St. Paul Arts and Science Center, the Minneapolis Institute of Arts, the Minneapolis Auditorium, the St. Paul Civic Center, the state capitol complex, public schools, churches, junior colleges, and private colleges and universities. In addition, the college will utilize the excellent laboratories and specialized facilities of private industry and government agencies.

The college has already been offered the use of more of these facilities than it requires for its pilot program. Discussions leading to specific written agreements for the use of particular facilities are underway between college staff and those responsible for such facilities. As with libraries, these agreements will set forth the terms under which college students and staff will have access to these facilities and related programs and what obligations, if any, the college will incur by utilizing them. In the case of facilities already supported by public funds it is not appropriate for this publicly supported institution to be charged for anything but the most urgent costs in excess of ordinary operating costs. Those controlling private facilities indicate that they perceive a significant return from cooperating in college programs which will negate the need - in many instances - for charging this college for the use of their facilities.

Because of the State College System Common Market, the six existing state colleges have an enviable pattern of inter-institutional cooperation not found in most public systems of higher education. The Common Market is coordinated by a staff member in the office of the Chancellor. It includes four programs: the student exchange; an urban student teaching program; an internship program for students desiring experience in government, business, and community service organizations; and a series of associated relationships with Twin Cities' cultural, artistic, and scientific organizations and agencies, particularly the member agencies of the St. Paul Council of Arts and Sciences. Since many Common Market activities focus on the metropolitan area, the college will be a major asset in the expansion of these programs, making it possible for students in the other six state colleges more easily to enter the Common Market. The college will enhance the visibility of the entire System in the Twin Cities. It will provide a base from which students, faculty members, and administrative

officers can expand their Twin Cities' contacts. In turn, the other colleges will provide our students with opportunities for greatly enriching their education through contact with the distinguished faculty members and programs available at these institutions.

The legislation creating the college requires that the college involve representatives of the other state colleges, the junior colleges, the private colleges and universities of the state, the University of Minnesota, and the area vocational-technical schools in the planning and development of this newest institution. A round of discussions is already underway with representatives of all metropolitan-area educational institutions. Out of these discussions will emerge structures for cooperative planning.

All plans and programs of the college must be approved by the Minnesota State College Board and must be submitted for coordination purposes to the Minnesota Higher Education Coordinating Commission. Both the State College Board and the Coordinating Commission are made up of laymen appointed by the Governor, with the advice and consent of the State Senate. The Board makes policies for the seven institutions for which it is administratively responsible. The Coordinating Commission coordinates the planning of all higher and post-secondary education in Minnesota. Through these two agencies it will be possible for the college to communicate its goals, aspirations, and needs to its sister institutions in higher education and post-secondary education throughout the state.

In addition to educational institutions per se, however, we seek the closest possible relationship with business and labor organizations, community and government agencies, and interested individuals, all of which can contribute significantly to the kind of education the college will offer. For example, the Saint Paul Council of Arts and Sciences includes the Minnesota Museum of Art, The Science Museum, the Saint Paul Philharmonic Society, The Schubert Club,

the Saint Paul Opera Association, and Chimera Theater. These agencies conduct programs which can form the nucleus of college offerings in such disciplines as anthropology, ecology, paleontology, biology, botany, theatre, music, and art. All these agencies have indicated their desire to work with the college. Similar expressions of cooperation have been offered by the Minneapolis Institute of Arts, the Guthrie Theater, and the Minnesota Orchestra. The coordinator of the Common Market has developed many contacts with other metropolitan agencies and businesses which, under Common Market sponsorship, are currently offering internships to students enrolled in the existing state colleges.

Many private businesses, government agencies, and other organizations operate large-scale in-service training and educational programs for their employees and others. The college is exploring with those responsible for such programs the possibility of a formal affiliation so that those who complete such education may receive college credit for it. Such a relationship should make the programs more attractive to employees and, therefore, more beneficial to employers.

Similar educational programs are being organized by community agencies for neighborhood residents. We can offer positive support to these community agencies by working with them to establish college centers in individual neighborhoods. Each such center would have a citizens' advisory council to plan the specific programs to be offered at the center. Advisory council members for all such neighborhood college centers would work with college officers to allocate faculty and other resources equitably among the various centers and to relate the programs in each center to the metropolitan-wide programs offered by the college.

Colleges tend to teach students to be dependent upon the college instead of teaching them how to function as effective members of the community as a whole. When students leave college they are often mental and emotional cripples, unable to relate to the real world around them. In part this may account for the excessively long time some students take to finish their formal education, and

their inability to break away from the campus even after their education is complete. The goal of MMSC, on the other hand, is to create an education which teaches students how to make cities work - not how to make colleges work. Urban life at its best can be the most civilized life for man, but at its worst urban life is debilitating and destructive to man. A factor in the breakdown of American cities may be the isolation of higher education from the cities and the failure of higher education to teach students how to function in the cities. And in part this failure may be the result of the fact that faculties have isolated themselves from the cities on campuses remote from the day-to-day problems of those who must make the cities function. Without a campus, and with a faculty drawn directly from the cities, MMSC will provide students with a new appreciation of urban life - not as it too often is, but as it can become. The function of this college is not to create a college community, but to support the creation of a total community where all citizens can live a good life.

IV.

New Kinds of Faculty for New Kinds of Students

The major portion of the MMSC faculty will consist of persons from the metropolitan community who have full-time responsibilities unconnected with the college. They will be drawn from all areas of the community, all ethnic and racial groups, all economic levels, a diversity of occupations and backgrounds, and both sexes. They will be persons who have lived and worked successfully in non-academic settings throughout the cities and who may or may not have academic credentials. As the Newman Report (Report on Higher Education), put it so well:

> A first course of action is for colleges and universities to leaven their faculties with practitioners who are outstanding in their jobs, and eager to bring ingenuity to bear on transmitting their own knowledge and confidence. In the prestigious institutions, such individuals are occasionally brought in--and held at a distance--as guest lecturers. We believe that they should be given full status within the institution. In less selective 4-year colleges and community colleges, where scholarly interest cannot be assumed on the part of students, such individuals should play a large part in making decisions about the shape of the educational program. (p. 77)

It is also important to the college that there be a core of full-time faculty members, most of whom will have an earned doctorate and significant teaching experience. As with the community faculty, however, the members of the core faculty must be persons who have knowledge, experience, insights, values, and a commitment to which students respond. It is less important that they have conventional academic credentials, and more important that they share the assumptions on which the institution is built and that they have competencies for preparing students for urban living.

The key quality which must characterize all members of the college faculty is a commitment to teaching the kinds of students who will enroll in the college. To that end the college's reward system for faculty members--promotions, salary increases, and tenure decisions--must be structured in such a way that individuals are recognized

only for their successful teaching. To us this means that a significant role must be assigned in the evaluation of faculty members to the students who are the recipients of their teaching. At the same time faculty members must themselves accept responsibility for serious participation in the evaluation of their colleagues as teachers and the college administration must make certain that the circumstances for honest evaluation are maintained and the resources for conducting it are supplied to those engaged in it. Tested techniques, instruments, and equipment for such evaluation must be utilized after they have been thoroughly explained to those who will be applying them and to those who will be evaluated with them. The rules of the Minnesota State College Board explicitly state that within the State College System those who are to be evaluated for any purpose--as students or as faculty members--must be informed in advance of the criteria. Such criteria must bear reasonable relationship to the work being performed.

In laying such heavy emphasis upon teaching the college will not ignore the scholarly interests of the faculty members. Such scholarly activities as a faculty member chooses to pursue, however, must be pursued in subordination to his teaching obligations to the college. In no case will a faculty member be rewarded simply for success (however defined) in pursuit of scholarly activities. Such success will be recognized by the college only to the extent that the faculty member shows how his scholarship contributes to his success as a teacher. In short, the college will not be a research institute. There are many such institutes already functioning in conjunction with institutions of higher education. The college modestly recognizes that it is unlikely to achieve distinction by adding to the number of such institutions. But, more important, the college recognizes that there are all too few institutions of higher education, particularly public

institutions of higher education, which are devoted exclusively to teaching students. This college will become such an institution. And it will seek out and retain faculty members who are prepared to share that commitment.

All members of the faculty will share in all faculty responsibilities. But the core faculty will have primary responsibility for recruiting and, when appropriate, training community faculty members. They will provide community faculty with information about current teaching techniques and equipment. As appropriate, they will bring community faculty members abreast of current developments in academic disciplines. The community faculty, on the other hand, will have primary responsibility for insuring that the education provided the students relates meaningfully to the world of work and to the problems which face the neighborhoods, the communities, and the metropolitan area as a whole. The community faculty will link the core faculty to current practices in the application of knowledge. All faculty members will participate fully in college governance.

The professional faculty members will perform a different function from the community faculty members in relation to teaching and learning in the college. We envision the full-time professional staff serving as "educational brokers" assisting students to match up their interests and needs with the proper mix of educational resources--community faculty, facilities, and programs--available through the college. Each student will be assigned to such a "broker" (tutor or preceptor might be more conventional, education-related terms). The student and his broker will plan a program of study after a careful assessment of what the student already knows and what he needs to learn in order to achieve his own professional, civic, and personal goals. That program of study will include participation in appropriate, teaching-learning situations with members of the

community faculty. The community faculty will assist the student through such activities as supervising internship experiences, identifying problems and projects for student investigation, reviewing written and other student-created materials, participating in structured and unstructured conversations and seminars, and working with them in a variety of situations both individual and group. Each community faculty member might be compared to a library book which students consult and use in a variety of ways and patterns. Even as some students consult a book only briefly--read a paragraph, a page, or a chapter--so some students will have only brief encounters with a particular community faculty member. Perhaps they will have a single conversation which will contribute to a student's research project which he is undertaking under the direction of another community faculty member. On the other hand, even as a student may study and analyze a book in great detail, so he may work in depth with a community faculty member, meet with him frequently, or perhaps work under his direct supervision in a job situation for an extended period of time. The professional faculty member, on the other hand, will be the vehicle through which the students and community faculty members come in contact with one another. They will also monitor these contacts to be sure that each student is progressing satisfactorily toward the achievement of his own educational goals--goals to which the college has committed itself via the contractual relationship between student and broker, as outlined in Chapter V, section C, below.

In the interaction between the core faculty and the community faculty, some of the walls which typically surround an institution of higher education may be lowered if not completely eliminated. Students, instead of being exposed almost exclusively to a faculty whose members have devoted all of their adult years to academic life, will be exposed to a faculty which is largely made up

of individuals who currently live and work successfully in the kinds of settings in which most of the students will be functioning for the rest of their lives. A college faculty is typically very good at preparing future college faculty members. It is less good at preparing those who are not going to be college faculty members. The ultimate test of MMSC and its faculty, therefore, will not be the success of students in meeting conventional academic criteria--passing examinations and pleasing professors. Rather, the faculty's and the college's success will be measured by the success which its students and graduates have in living and working as citizens in a highly urbanized society.

V.

The New Kind of Curriculum: From Competence to Commencement by Contract

A. Foundations

The assumptions which are foundational to Minnesota Metropolitan State College may be recognized throughout this Prospectus II both in explicit articulation and in statements which are more implicit. This section of this chapter is devoted to a re-statement of these foundational assumptions on which the curriculum is predicated.

1. Attitude Toward the City. It has been said that contemporary colleges and universities are fundamentally anti-city. According to this view, colleges and universities have created academic communities which are separate from, and antagonistic to, the larger community. These academic communities develop values, life-styles, and attitudes which reject the values, life-styles, and attitudes of the society generally. The students in such academic communities are taught to relate positively to the academic community and negatively to the larger community, which today is heavily urbanized. In many instances the colleges and universities were deliberately located far from large urban areas in a physically explicit rejection of the city. And even where this is not the case, institutions have drawn lines around themselves which are equivalent to bridgeless moats. (See Wm. Birenbaum, "Cities and Universities: Collision of Crises," Campus 1980, pp. 43-63)

MMSC is to be "pro-city". The college curriculum, both professional and liberal, will focus on the needs of the city and on giving students an understanding of how to live and function successfully in large urban areas. We are committed to involving all segments of the Twin Cities metropolitan community in the planning,

staffing, and operation of the college. We will work intimately with all those agencies and individuals who are seeking to improve the metropolitan area as a whole, to improve the local communities and neighborhoods which make up this metropolitan area, and to contribute to the reconstruction of urban life generally. The college's contribution to this work will be basically educational, i.e., the college will cooperate with community representatives in designing and implementing educational programs for citizens which increase leadership skills and the understanding of the relationships among neighborhood problems, metropolitan problems, state problems - and even national and international problems. The college expects to assist each community and neighborhood, as well as the metropolitan area as a whole, to develop leaders and policies which are indigenous to the community but are not parochial.

2. Competence-Based. The education offered by the college will be competence-based. By this is meant that degrees will be awarded by the college to students who demonstrate competencies - skills, understanding, and attitudes - in the five broad areas of knowledge outlined in section B, below, as these relate to individual programs of study. Degrees will not be granted to students simply as a reward for progressing over sequential curricular hurdles. The college will enter into a contract with each student. The contract will define precisely what the college and the student must do in order for the student to obtain the requisite skills, understanding, and attitudes.

3. Student as Major Partner. At MMSC each student must be the major partner in the design of his own education. This generation of students is called upon to perform the highest duties in peace and war. We believe, therefore, that they are capable of contributing meaningfully to the design of their own education by the time they enter a college--and probably much before that time. We also recognize two other related facts. First, very little in the student's prior

encounter with educational institutions prepares him for accepting responsibility for designing his own college education. On the contrary, previous educational experience will likely have taught him that it is someone else's responsibility to tell him what he must do to be "educated". The college must therefore teach many (probably most) students how to design their own education. Second, a college exists to provide each student with an intimate and meaningful contact with those who know more than he knows about education. For this reason the college, and particularly its faculty, must not simply accept as valid any and all educational goals and methods posited by any and all potential students. The faculty must analyze student educational goals and methods, pointing out that in them which is fallacious, inconsistent, meaningless, or contrary to either the student's or society's best interests.

A faculty member must perform this function, however, not merely by imposing his will upon students but by confronting students with desirable alternatives and by treating the making of basic decisions about educational goals and methods as fundamental constituents of the teaching-learning relationship between instructor and student. Thus a faculty member must use his expertise and experience not to <u>impose</u> educational goals and methods on a student but to <u>teach</u> educational goals and methods. The college must also oppose all attempts by students to impose their educational values on other students.

4. <u>Commitment to Excellence</u>. The officers of the college, the Chancellor of the System, and the State College Board are all determined that the education offered at the college should be second to none in what it does for students. The college asks to be judged on no other standard than what its students accomplish; particularly what they accomplish as citizens in a large, complex, urban environment. The students to be served will have characteristics which make them atypical in comparison to students in other collegiate institutions,

and although the faculty and the physical facilities utilized by the college will distinguish it from most other institutions of higher education, nothing about teaching and learning in the college is to be of an inferior quality or watered down to some supposedly student-sought level.

In the remainder of this chapter (sections B - F), we outline the specific procedures which the college is presently committed to implementing in order to provide the kind of education implied in the foregoing foundational assumptions. In section B we set forth five basic competency areas which we believe are at the heart of a baccalaureate education. In section C is found a description of how a student will be admitted, how his competencies and deficiencies will be assessed, and the nature of his contract with the college. Specific academic programs (in both urban professional and liberal studies) are outlined in section D, which consists of descriptions of the particular areas of competence which we believe contribute to the acquisition of the skills, attitudes, and understanding required of each student in the five basic areas discussed in section B. In section E we describe the nature of our teaching-learning situations and processes. In section F we set forth our calendar and schedule and our tuition proposals.

B. Areas of Basic Competence

It is our contention that colleges exist to assist students acquire basic competencies and to have the fact of their acquisition of these competencies publicly certified. Colleges are usually reluctant to recognize that entering students often have some of the competencies which are salient for a college graduate. Colleges also are reluctant to recognize that students can acquire a salient competency in more than one way.

At MMSC we recognize the following five basic competency areas as fundamental to a college education:

1. Basic Learning Skills. The student must demonstrate skills, understanding and attitudes relative to learning itself. He must show that he understands what it means to learn, and can utilize methods of inquiry, communication skills, and critical and analytic skills. He must have a capacity for identifying issues and recognizing relationships and a generally positive posture in reference to the value and satisfaction of learning.

2. Personal Growth and Development. An educated person is one who is developing a sense of identity as a person of competence and skill. His sense of identity includes his relationships with others, his awareness and understanding of his environment, and his personal security as a productive and valuable citizen. One who is educated has an appreciation of complexity and a tolerance for ambiguity without resorting to simplistic answers. The college will require of each student that he demonstrate his competence to direct his own self-development and that he is conscious of the issues involved in this area.

3. Civic Skills. In a democratic society it is necessary not only to be aware of the social and political processes of one's environment but to be a participant. A citizen should be concerned with the decision-making process and

and its affect upon him and his neighbor. He actively should seek to influence these processes.

4. Vocational Skills. It is essential that a citizen have the skills necessary to be a useful and productive person, not only for means of economic independence but for reasons of self-esteem and satisfaction. For those persons seeking a baccalaureate as a terminal degree, they should be prepared to "do something" and should be aware of the options available. Optimally, the educated person has the flexibility for occupational mobility and the learning skills necessary for changes in an ever-increasing instability in the job market. Technology renders persons and positions obsolete without advance warning. An educated person should have the skills for occupational adjustment.

5. Cultural-Recreational Skills. The urban society is rich in cultural-recreational resources. Modern man has an increasing amount of leisure available to him. The educated person should know the cultural-recreational resources provided for him and in addition demonstrate an interest in the conservation and enhancement of these resources. To be able to play, creatively to use leisure--these too are marks of an educated person.

We propose that students be assessed at the time of their admission to determine their level of competence in each of these areas, which are all inter-dependent with one another. This assessment will be utilized by the student and the faculty to design an individualized program of study which will result in the student's progressing to an appropriate level of competency for a bachelor's degree holder in his chosen field. Some students, we are confident, will enter with baccalaureate-level competencies in one or more fields. They will use the college to attain such levels only in the fields where they do not already have them. We also recognize the possibility that some persons will approach the college who already have baccalaureate-level competencies in all fields. We expect

this to be an extremely rare occurrence. We will insist that the individual demonstrate to the satisfaction not only of college officers but also to our colleagues in other institutions that he has such competencies. Only after rigorous examination will we award a degree to an individual without his having completed any programs of study with the college.

It is not the intention of the college to provide directly all of the learning resources which every student may require or request. The college and its faculty will make available a variety of opportunities. The college will also facilitate the student's utilizing all the available resources of the metropolitan area. (See Chapter III, above.) On the other hand, the college will not oppose a student who chooses to design his own processes for achieving these competency levels. Our task will be to determine that he has achieved them by whatever means he chooses.

In the sections below, therefore, the college curriculum is described not in terms of what the college offers that a student can "take", but in terms of more specific levels and areas of competency which a student must demonstrate within each of the five broad areas of competency listed above. We also describe the curriculum in terms of the kinds of experiences which we feel the college staff, both the full-time professional staff and part-time community faculty, can offer.

C. Admission, Assessment, Advising

We come now to matters which are at the heart of what will make education at MMSC distinct. Having posited the proposition that degrees should be awarded on the basis of demonstrable competencies, it is incumbent upon the college to develop the processes for determining that a student does indeed have the competencies requisite for a degree. We start with the belief that experimentation, evaluation, and a commitment to revision and refinement must characterize the evolution of these processes. We note that as this document is written we have not had access to sufficient expertise to offer the proposals which follow in any but the most tentative mode. As additional resources become available to us we have given the highest priority to acquiring the staff and other requisites necessary for developing our competency assessment procedures and related activities. The college will cooperate with institutions and agencies throughout the country seeking to establish similar programs. We welcome reports from and suggestions by others. In turn, we will share our methods, design, instrumentation, and results with them.

We begin with the view that admission to the college, assessment of competency, and advising about educational and career problems, while conceptually distinct, are functionally and operationally interrelated. They are phases of one's total education which may occur simultaneously or in different sequence for different students. A major aspect of one's education is to learn how to assess one's capacities and achievements, determine one's interests, set appropriate goals, establish appropriate means for achieving the goals, and then begin to utilize those means efficiently. We would argue that a truly educated person is one who can undertake these tasks for himself,and that formal institutions of education exist to aid him in learning how to carry on these functions but not to carry them on for him. As we stated above, each individual must be

the major partner in designing his own education -- throughout his lifetime. A college and all its resources -- human, programmatic, physical -- exist to support the individual student in learning how to design and implement his own education. But a college cannot do the educating.

Administratively the college will place responsibility for admissions, competency assessment, and advising under a coordinator and a staff of professionals, including some full-time and community faculty, and specialists in such areas as student financial aid. This staff will replace the traditional student services staff.

When a student applies for admission to the college our first response will be to determine whether or not he is one for whom the college is intended. We accept responsibility to counsel with those whose educational needs can be better met in other institutions so that they will take full advantage of those institutions. To that end we propose that with the cooperation of other metropolitan area post-secondary institutions we establish an admissions review committee made up of representatives of those institutions. This committee would review applications to MMSC (only) and counsel with those applicants who should enroll elsewhere. The college pledges itself to cooperate fully with such a committee and hopes that representatives of the private colleges, the junior colleges, the University of Minnesota, and the area vocational-technical schools will be appointed to serve by their respective institutions.

Upon admission each student will be assigned a faculty advisor from the full-time professional faculty and an Educational and Career Advising Committee (ECAC) made up of his advisor and such full-time and community faculty members as are appropriate to the student's interests and goals. Immediate responsibility for assisting the student to develop his goals and design his procedures for reaching those goals will lie with the advisor and the ECAC. They will also

direct the competency assessment process for the student, making full use of the professional staff. Their first task will be an initial assessment of the student's competencies in the five basic fields and in the subsidiary fields outlined in section D.

We believe that the competency assessment process -- both initially and throughout a student's affiliation with the college, including the assessment which will culminate in his receiving a degree -- should be individually structured to make it possible for the student to have a complete opportunity to demonstrate his real competencies. The function of assessment is not to fail students but to make sure they have the skills, attitudes, and understanding which are appropriate to their educational and career goals.

The assessment processes will make use of such standardized instruments as those available through the American College Testing program and the Educational Testing Service. It will include College Entrance Examination Board scores and Graduate Record Exams. It will also include use of evaluations by panels of professional people from the community, records of work accomplishment, and academic records indicating established levels of skills and competence. Students will be encouraged to assist the college in designing instruments which are appropriate for their evaluation and assessment.

As part of the assessment and advising process, students and their advisors will work in groups to discuss collectively student educational goals and the resources available through the college for meeting them. Model academic and career programs will be outlined, and the issues of sequence, continuity, and integration of the curriculum will be discussed. It is important, we think, for students to interact with one another in these processes and not merely to work with faculty members.

No limit will be placed on how long this sorting-out process will continue. The process is a highly significant educational experience, in our view. It will be, for many, their first real encounter with the problem of the "relevance" of education. And as noted above, it is also a lifelong process.

Out of each individual's experience in the educational and career advising processes will emerge another key feature of the college's educational procedure: the contract. As soon as appropriate, a student and his advisor will negotiate a contract setting forth the needs and objectives of the student in relation to the educational resources available through MMSC. This contract will serve as the plan by which a student will proceed toward achieving his desired competencies which will result in the college's awarding him his degree. Each contract will be reviewed for consistency with college policies by a Contract Review Committee made up of full-time and community faculty members, students, and appropriate persons from the community at large. Procedures for revising and re-negotiating contracts will be kept simple so that students may modify their educational plan in the light of their development and growth.

In general, the college envisions setting no absolute time limits for students to complete their contracts. The college will guarantee that a student who is persistent will achieve the levels of competence requisite for his degree. As noted below (section F), students will be charged fees for not more than two full academic years and no less than one full academic year, no matter how long they take to acquire the contracted level of competence. We expect that some students will take significantly less time than the average to complete a baccalaureate degree, while others may move very slowly -- which is as it should be. Throughout the student's affiliation with the college, his advisor and ECAC will seek to integrate his educational and career goals.

Responsibility for conducting the final assessment of a student, which may occur in several steps or phases or in a single, relatively short time-span, will lie with the student's ECAC. The ECAC may call upon such other resources as are appropriate, including the professional assessment and advising staff. Either the student or the faculty advisor will be permitted to appeal decisions of an ECAC to the Contract Review Committee. In accordance with State College Board rules, the final decision on awarding a degree will lie with the faculty, probably acting through the College Senate.

We are conscious -- extremely conscious -- of the difficulties inherent in this approach to education. The difficulties of competency assessment, educational and career advising, and contracting must not be permitted, however, to inhibit the development of an educational process which validates formal education in demonstrable skills, attitudes, and understanding, rather than in credit hours, grade point average, intuition, or even gross annual income. Assessment of competence for admission to and graduation from the college is a central characteristic of MMSC as we envision it.

D. Operational Structure of the Curriculum

Students enrolled in MMSC will be working toward Bachelor of Arts degrees in either urban liberal studies (for those who already have a vocational or professional competence or who will pursue one at the post-baccalaureate level) or in an urban-oriented professional or para-professional field. Once the college has established its basic baccalaureate degree programs, it will offer related Master of Arts degree programs, but the college should not, in our view, offer any programs beyond the master's level. Students will be permitted to enroll who are not degree candidates. Should they later become degree candidates whatever competencies they acquire prior to such enrollment will count toward their degree.

Urban Professional Studies. In our view there is no fundamental conflict -- on the contrary, there is compatibility - between being liberally educated and having a vocation or profession. Whatever may have been true in a earlier time, it is certainly true today, and for the foreseeable future, that to be without employable skills, attitudes, and understanding is to be without a major human characteristic, and therefore to be fundamentally uneducated. We do not argue that colleges must equip all their students with professional and vocational competencies; we only argue that we will not award baccalaureate degrees to individuals who do not have such competencies - at some level and however and wherever acquired. And we further commit ourselves to provide students appropriate baccalaureate-level competencies in this area as in the other four areas. We recognize the possibility that some students may come to us who desire to complete professional training at a post-baccalaureate level. For these students obviously we will offer appropriate programs to insure their admission to such programs.

Beginning with the pilot program discussed in Chapter VI, below, the college will offer two professional studies programs, one for the preparation of professional administrators and one for the preparation of human service professionals. Both of these broad program areas will permit specialization in competence development (a "major"). Both are directed toward the acquisition of skills, understanding, and attitudes essential in the renewal and rebuilding of the urban social and physical environment. Furthermore, the competencies required of students in either program will have relevance to all students regardless of areas of special interest.

Those enrolled in both professional programs will include three types of students:

* Students already employed in the field who require improved skills or greater knowledge, or both

* Students seeking careers in the field

* Students who are not seeking careers but who desire to increase their knowledge and experience to be more effective citizens.

To acquire the necessary competencies in both programs students will typically require concrete and practical experiences, such as work projects or internships, and conceptual, theoretical, and reflective study through self-directed or faculty-guided inquiry, or both. (See section C, below.)

1. Urban Administration Program. The college will offer programs to students in both public sector and private sector administration. Public sector administration will include careers in federal, state, and local government agencies, particularly in fields such as urban planning, mass transportation, recreation, budget and finance, and personnel management. Private sector administration embraces both business administration and administration in labor organizations,

arts management, and the direction of community service organizations. It will include the development of competencies in accounting, marketing, finance, and personnel management and labor relations. We will be especially concerned to assist students seeking competencies in small business management.

Beginning with the pilot program, the college will expect graduates in the administrative programs to have minimum competencies - skills, attitudes, and understanding - in many areas. The following are illustrative:

(1) The role of the administrator in policy-making within an elective or appointive framework in the executive, legislative, and judicial branches of the federal, state, and local levels.

(2) The role of the middle manager in both government and industry: modern management theory and practice, problem identification, control of input and output, staffing, communications, and decision-making.

(3) The role of the manager in equal employment opportunity, with specific reference to conformance with federal, state, and local policies.

(4) Supervision of employees with low skills (for first line supervisors): adjustments on the part of employees and supervisors; establishing of standards, and evaluation of employees by these standards; identification of employees with further potential; motivation of such employees toward higher career objectives.

(5) Key issues in labor-management relations: strategies for change; conflict resolution; and job satisfaction.

(6) Management of human resources: problems of human behavior in an organization; selection, development, and counseling of employees; human motivation; group processes; and personnel and organizational psychology.

(7) The federal establishment and the decentralization of the executive branch; examination of the American system of government; effects of decentralization, problems and possibilities.

(8) The function of the state legislature; accessibility and responsiveness.

(9) Civil rights legislation and judicial decisions: analysis of important judicial decisions; affects of discrimination; history of, and background for, such legislation.

(10) The role of unions in public policy: history of labor movement; labor legislation; case studies and field studies of critical labor-management issues.

(11) Corporate structure and public policy: the growth of capitalism since the industrial revolution; legislative restraints; responsibilities of the structure to stockholders and the public.

2. Urban Human Services Program. In the pilot program the college will offer the following four major areas of human services programs:

* Social services - designed for careers in care of the aged, social work, corrections, and law enforcement

* Rehabilitation services - designed for careers in rehabilitation case management, vocational evaluation, and new careers

* Health services - designed for careers in day care centers, mental health, and allied health

* Educational services - designed for careers in ethnic studies, vocational-technical education, and urban studies.

Beginning with the pilot program, the college will expect graduates in the urban human services program to have minimum competencies - skills, attitudes, and understanding- in many areas. The following are illustrative:

(1) A comprehension of the public and private programs available to assist people in meeting their needs.

(2) Understanding the human services recipient: a look at the cultural,

behavior patterns and attitudes of the recipient.

(3) Public policy in human services development: current and historical development in planning for human needs; processes in decision-making at legislative and administrative levels; influences in decision-making.

(4) Preventive approaches to human services: anticipating weaknesses in lives of people; planning for programs promoting human health and welfare.

(5) Urban institutions in the delivery of human services: human services agencies, their history, type and function; the church and service organizations.

(6) Public policy and attitudes: the American economic ideal; information dissemination and communications; legislation and policy implementation; welfare and unemployment.

(7) Consumer issues and problems: difficulties faced by recipients based on problems presented by the social and physical environment of the city.

3. Urban Liberal Studies Program. Given the pro-city posture of MMSC, a primary objective of the liberal studies program is to assist each student who does not enter the college so-equipped, to reach an understanding of, and have an ability to function effectively in, an urban environment and culture; more particularly, the Twin Cities metropolitan area. We recognize that we share the dilemmas of our colleagues in all of education when it comes to defining with any precision what we mean by a liberally educated person. Consistent with our foundational assumptions however, we reject an approach to education which stresses exposing students to a series of experiences or courses - disciplinary or interdisciplinary or transdisciplinary - which all or most students enrolling in an institution are supposed to "have" on the grounds that one is not "educated" without having "had" these courses or experiences. In our view we are obligated to define the liberal component of education in terms of competencies - skills, attitudes, and understanding - even as we define professional studies in terms of competencies.

Having made that statement, however, we find ourselves confronted with the question, what are the competencies - the skills, attitudes and understanding - of a liberally educated man or woman? At the most general level, we argue, the five basic competency areas outlined in section B, above, inter-relate to one another in a way which would make it not inaccurate to say that an individual who achieves competency in all five areas is liberally educated. What concerns us, however, is the need to be more specific. In short, even as we attempt to specify areas of "sub-competencies" in the professional studies segment of the curriculum, we also feel that we ought to specify areas of "sub-competency" in the liberal studies segment of the curriculum. We are very conscious of the fact, incidentally, that, depending upon the perspective from which they are taught and learned, the sub-competencies of the professional studies segment may either result in a liberally educated individual or a narrow minded specialist whose vision and behavior corrupts the contribution which he can make through his profession or vocation. Put another way, even the most specialized vocational study can be both taught and learned from a liberal perspective.

Within the framework of the foregoing paragraphs, and for the purposes of the pilot program, we are suggesting the following as focal points for the acquisition of liberal competencies which are supportive to, and implementive of, the five basic areas of competence outlined in section B, above. They are broadly interdisciplinary and rest on some assumptions we make about man and his ability to learn and about the process of "knowing": that is, perceiving and understanding himself and the variety of environments in which he must live. We assume:

> knowledge does not exist independently of the processes of inquiry by which knowledge is arrived at and validated;
>
> knowledge, history, culture, and the language are part of a human totality;
>
> the process of liberal education is a process of placing a student in problem-solving situations where he cannot help but get some sense of that totality;

> liberal education in this sense is essential in the formation of the imaginative social intelligence that modern urban life in the electronic age requires.

Given the openness with which we view the educational process, the list of topics that follow are merely suggestive of some competencies which we believe will contribute to an individual student's acquisition of requisite skills, attitudes, and understanding levels in the five basic areas. Whether any of them are included in any particular student's contract will depend upon his needs and desires.

(1) Language, Culture and the Media. One way in which a student can acquire an understanding of our culture and can acquire basic learning skills, and civic skills, as well as skills relative to personal growth and development, vocational skills, and cultural-recreational skills, is to begin with an examination of language itself as the most important of all the "media" - the least understood and the most easily taken for granted. Jokes, puzzles, cartoons, maps and nonsense poems offer concrete avenues to begin an investigation, and an opportunity to explore resources of languages - metaphor, for example - which are heavily exploited in various visual media: advertising, TV, and movies. A critical investigation of the rich variety of materials which the media pour forth in such abundance becomes also an opportunity to explore the concept of "popular culture", a topic which opens up by implication the history of the term "culture" itself with its politically significant sub-divisions "high" and "low". Students also need competence in determining how value judgments are made in the media and the culture and how these judgments then become translated into various social and political acts and decisions. Students will perhaps be led from a consideration of materials in daily experience so obvious as to be rarely noticed into an investigation of historical processes which seldom come to light at all.

(2) Problems and Concepts in the History of Science. Most people take science for granted. It does not occur to them to wonder how this particular element of European culture ever came about. They never question the cliches about "scientific method" which have been set forth in text books nor the premises of such notions as "scientific progress". Most of us know little but the most banal formulations of the great formative theories on which all modern scientific thought is based: evolution, for example, or the concept of mass. We know nothing about what happens in real scientific investigation. It does not occur to us that science is a human invention rather than a catalogue of already existing "laws", and so on. Educated men and women should have an understanding of the extraordinary intellectual and cultural drama which created the sharp, clear, gleaming scientific structures that we see towering around us. Science is often taught as if it were exempt from history, values, and the culture. This results in technically adequate preparation for science partitioners. But it is less than adequate for the laymen who must ultimately determine the uses to which science will be put. Thus an understanding of the concept of science is more important to the informed citizen than is an ability to practice science. To achieve that end, students ought not to be exposed to science surveys, but should rather focus on a series of carefully selected problems or key concepts, both in the history of science and in the contemporary world. One such problem, for example, may be an investigation of the origins of specific scientific and technological ideas and inventions, and their impact on the cities and societies of America, Europe, and the "third world".

(3) Concepts and Problems in the Theory of Human Behavior. Psychology, scciology, economics, biology, political science, anthropology - and to some degree others of the sciences - seek to describe and analyze the behavior of man.

Man's knowledge is replete with theories and concepts about his motivations, attitudes, values, dispositions, and capacities. An educated man or woman needs an understanding of how these concepts have been developed and applied. He needs to understand the results of such applications.

(4) Nature of the Creative Process. Culture is both the product and the teacher of man. What is the place of the arts in man's history? What may we infer from man's creative arts? What is the role of the creative process in an urban age? What is the future of art? Answers to these questions will contribute to an individual's understanding of and attitude toward the arts.

(5) The Twin Cities Metropolitan Area: An Introduction to Urban America. An educated individual understands and can use the urban resources about him. These resources may be divided into three manifestations - urban institutions and government, physical environment, and social-economic patterns. It is vital for graduates of MMSC to have an understanding of and an ability to use these resources as they are found in Minnesota. To that end they should experience directly or vicariously career alternatives in urban government, urban design, and social action programs. They should develop their capacity to utilize the resources of the city in relation to lifelong recreational and cultural skills, understanding, and attitudes. They need to understand the following urban issues and recognize the skills and knowledge requisite for coping with them: mass transit, housing, communications, unemployment, law enforcement, public education, environmental design, urban tax structures, the flight to the suburbs, and welfare. **These issues must be understood from historical, comparative, and analytical perpectives, utilizing insights from political science, economics, sociology, psychology, anthropology, and history. Urban citizens must have an understanding of the mass communications media and how to use them in urban settings. Our students should comprehend the Twin Cities metropolitan area as a particular manifestation of the world-wide phenomenon of urbanization. This will provide an international or intercultural dimension to MMSC education.**

E. Teaching-Learning Strategies

The Prospectus repeatedly has emphasized the role of a concrete and practical dimension to education. In a sense, this may be termed "experiential", recognizing that a classroom and lecture is also an "experience". However, there is an emphasis, a very strong emphasis, at MMSC on education as life itself and not merely preparation for life. As stated in the Carnegie Commission report, Less Time, More Options:

> We have learned some things about the educational process. One is that experience outside the classroom can actually benefit classroom performance and make it more meaningful.... A second is that it may be hazardous to have a student caste too separated from the realities of the world at work, too immune to the practicalities of actual accomplishments, too removed from contact with their fellow citizens--a class apart. (pp.9-10)

It is for these reasons that this college will structure into each segment of its program both the opportunity and the necessity for integrating the work-life with the education-life of its students. These experiences may come in the form of a person's present employment in a vocation, may come as work-study, may come as a community project, an internship, or some other designation. Whatever the form or setting, it remains that no one will graduate from MMSC simply by going to "classes" or following syllabi--not because these are evil but because they are inadequate. If education is life-long then a profession or a job must be perceived as an opportunity to learn and to teach. Man's total environment is his classroom and his life is his curriculum.

These on-the-job work experiences or projects will be closely related to the student's career goal or at least will be located within the student's broad field of interest. These experiences will not merely be "exposure" to an interval of practical pursuits but will provide the context and stimulus for growth and development through analysis, reflection, and further study and inquiry. This

portion of the curriculum (common to all programatic areas) will be supervised, evaluated, and integrated with the total educational experience.

The experiential emphasis of the program makes it both possible and necessary for there to be both generalists and specialists within the total faculty. The specialist and professional role often will be filled by the part-time community faculty. They will also be generalists by nature of the breadth of interest and experience they bring to their faculty role.

The full-time faculty will also be both generalists and specialists. To function in the advising-contracting capacity of broker to the students they must be generalists. As professional specialists through their disciplinary training they will be of particular assistance to appropriate students. The full-time faculty will also serve in curricular and program planning as specialists; will bring particular expertise to the recruitment of part-time faculty and to assisting the part-time faculty in being current in specific fields of knowledge; will be, in short, a major resource available to the college program. For these reasons, highly trained and appropriately credentialed persons will comprise the full-time faculty.

In addition to the experiential segment of the program of a student, we also recognize that students need access to faculty members - both full-time professional faculty members and community faculty members - in other settings for purposes of teaching and learning. To that end, it will be appropriate for faculty members to offer, under college sponsorhsip, lecture series which are not completely unlike the lectures which occur in classroom-oriented colleges. For example, a distinguished authority on urban history or comparative urban politics may be invited to deliver a half dozen carefully prepared lectures. He will not, however, conduct a "course" in the conventional sense of the term; that is, no one need enroll in these lectures; there will be no attendance taken, tests given, or papers written. Those

students who are seeking competencies in urban politics or history may take advantage of these lectures as a resource comparable to library books. Such lectures will also be open to any other interested persons. Similarly, a specialist who is successful at stimulating group discussion on a particular topic may conduct relatively open-ended seminars to which students may bring their creative work for comment and analysis by the faculty member and other students. Again, this would not be for purposes of grading or credit accumulation but merely as a resource to assist students progressing towards the achievement of a level of competence in their field requisite for the achievement of their educational goals.

Finally, we believe that groups of students and individual faculty members or groups of faculty members may desire to carry on various kinds of group learning activities. For example, all students who are working toward achieving competencies in civic skills may decide it would be advantageous to work with a particular community faculty member in grappling with the complexities of decision-making in a legislative body. They may desire opportunities to hear the faculty member lecture, to work up papers under his direction, and to engage in general discussion on a regular basis. All of these activities will be sanctioned by the college and the college will accept responsibility for arranging for whatever facilities are required for the groups to function. What will distinguish these group activities from the "courses" of other colleges is the fact that MMSC will not maintain any permanent records of these activities, record any grades, formally enroll any students, or require any students to participate in such activities or any faculty members to lead them. Such activities will simply be available as additional resources for those students who find them convenient in the acquisition of competencies which they have incorporated into their individual contracts.

The college accepts its responsibility to provide its students with a wide variety of teaching-learning situations in order to assist them in the acquisition of the requisite competency for the achievement of the educational goals set forth in their contracts. On the other hand, the college also recognizes the right of each student to proceed at his own pace toward the achievement of those goals, and to utilize such teaching-learning situations as may be most appropriate to him. The college through each student's advisor and ECAC will assist him in identifying appropriate learning resources available directly through the college and in utilizing the resources which are available in the wider metropolitan community. As noted, the college does not feel that it is either necessary or desirable for it to sponsor all of the learning-teaching situations from which students may profit. It is more appropriate for the college to be a facilitating resource, thereby assisting students to discover that they can continue to learn in and from the cities long after they have left the college. It may be worth repeating again that we expect our graduates to have demonstrable competencies. We expect to assist them in this process of acquiring those competencies. But the basic issue is the acquisition of the competencies - not where they acquire them, how they acquire them, when they acquire them, or from whom they acquire them.

F. Calendar, Schedule, and Tuition

To provide the type of higher education envisioned above, the college recognizes that it will be necessary to operate on a calendar which differs significantly from the typical academic calendar. College programs must be offered at times and in places which are convenient to the students it seeks to serve, most of whom will be carrying on other activities in addition to their studies. Thus the college will offer its programs from early morning to late night, with particular emphasis on late afternoon and evening. The full range of the programs of the college will be offered at times other than the typical 9 a.m. to 3 p.m., Monday through Friday, September through May schedule. It will never be necessary for a student to take any portion of his program during the regular work day in order to receive a degree. Study opportunities will be offered on weekends and during traditional vacation times so that those who need to use these times for their studies will be able to do so. And the college will be open to capacity all year around. For many of its students the so-called summer vacation period is a time when they can be most involved with their own education. For this reason full-time faculty are employed on a 12-month contract rather than the traditional 9-month calendar.

These comments about the academic calendar and schedule, however, can be misleading if they are interpreted to mean that the college will simply offer conventional instruction at different times. On the contrary, as elaborated above, the college will break out of the conventional instructional molds which dominate higher education. These molds see millions of man hours spent each year in classrooms in which faculty members talk at students, in three fifty-minute lecture sections a week spread out over a twelve-week quarter or an eighteen-week semester. The almost universal adoption of this formula by educational institutions of all sizes, public and private, belies the oft-claimed diversity of American higher education. What is more important, it

signifies a singular lack of appreciation for how learning actually occurs for different people, in different fields, at different times of their lives.

In the pilot program all learning units will be scheduled to begin within the first three days of a calendar month. A unit of study may terminate at any time during a calendar month and its duration, whether for two, five, fifteen weeks or whatever, will be determined entirely by the amount of time deemed necessary for accomplishment of the goals established for it.

The college will publish a schedule of "curricular offerings" as often as necessary which will allow a student to plan the program leading to the completion of his contract.

The college proposes to charge tuition to students who are seeking degrees as follows: those who enter the college after having completed not more than two years of college-level work or its equivalent will be charged an amount equal to what a student carrying 16 quarter hours per quarter would be charged by the other six state colleges for the six academic quarters it would take him to complete his final two years of studying. Currently that totals $696 at the rate of $7.25 per credit hour for 96 credit hours. We propose that students be permitted to pay this amount in 18 monthly installments.

For persons with more than two years equivalency upon admission, the total tuition will be reduced such that if the individual has three years of previous college work (or its equivalent), he will be assessed tuition and fees in an amount equal to only one year's cost. The minimum amount to be paid by a student is one academic year's tuition. The maximum is an amount equal to two academic year's tuition.

When a student has been admitted to MMSC and has paid his tuition and such fees as the college is required by law to collect from him (either in a lump sum or over an 18-month period), he is entitled to the following services:

- a faculty advisor and ECAC, which services shall continue to be available on a reasonable basis after he completes his degree

- access to the entire range of programatic offerings within the college - these are available to him but not required

- access to "experiential" programs of work projects or internships, as appropriate

- access to all other services and facilities provided to students by the college.

A time limit for an individual student's access to these services will be established on an individual basis as each student's contract is negotiated. A special scale of fees will be established for those students who desire to participate in college programs but who are not working toward degrees. Whatever fees are charged such students will be applicable toward the total amount due should they transfer into a degree program.

VI.

Testing an Idea: The Pilot Program

On February 1, 1972, Minnesota Metropolitan State College will begin a Pilot Program for two purposes in addition to providing learning opportunities for the 200 plus students enrolled:

1. To orient and train the part-time community faculty.
2. To test the fundamental assumptions and procedures of the college prior to their full implementation during the 1972-1973 fiscal-academic year.

The Pilot Program will terminate early in May in order to provide time for reflection on and evaluation of the program, prior to our first full year of operatic

Curricular Programs

A. Urban Administration Program

1. Two Program Areas
   a. Public Sector Administration
   b. Private Sector Administration
2. Competency Areas
   a. Role of the administrator in policy-making
   b. Role of the middle manager in both government and industry
   c. Role of the manager in equal opportunity employment
   d. Supervision of low-skill employees
   e. Key issues in labor-management relations
   f. Management of human resources
   g. The federal establishment and decentralization of executive branch
   h. Function of state legislature
   i. Civil rights and judicial decisions
   j. Unions and public policy
   k. Corporate structure and public policy

B. Urban Human Services Programs

1. Four Program Areas

a. Social Services

b. Rehabilitation Services

c. Health Services

d. Educational Services

2. Competency Areas Available

a. Orientation to the human services

b. The human services recipient

c. Public policy in human services development

d. Preventive approaches to human services

e. Urban institutions in delivery of human services

f. Public policy and attitudes

g. Consumer issues

C. Urban Liberal Studies Program: Competency Areas Available

a. Language, culture and the media

b. Twin Cities metropolitan area: an introduction to urban America

c. Problems and concepts in the history of science

d. Problems and concepts in theories of human behavior

e. Nature of the creative process

There are three major tasks facing the college in preparing for the beginning of the Pilot Program:

1. To recruit the additional full-time faculty necessary for operation during and following the "Pilot" period.

2. To recruit part-time faculty who will be oriented and trained during the Pilot Program. The following is the procedure:

   The curricular programs for the Pilot Program and projected programs for next fiscal-academic year must determine the kinds of persons and resources enlisted for the college. After this is determined, the following steps should ensue:

   a. Establish an advisory committee of four or five persons from the Policy Council who themselves are of the type needed for part-time faculty and who have access to a wide range of community resource people. Have them meet to list potential part-time faculty whom they would nominate based upon curricular and program needs.

   b. Contact and invite these individuals to be interviewed by our staff. These interviewers would provide information regarding skills, training, experience,and interest in the MMSC program.

   c. Persons recruited and enlisted would then be placed in the "pool" and a program of training via the Pilot Program (devised prior to recruitment) initiated.

3. To recruit, enroll, and assess by the process presented in section C of Chapter V, above, approximately 200 students who would be representative of the potential student constituents of the metropolitan area. Rather than simply having an open invitation for students to enroll, we will, therefore, actively seek students from the following constituencies:

a. Junior colleges

b. Model cities

c. Specific low-income areas

d. Public employees

e. Employees of selected industries or businesses

f. Employees of child development centers

g. Housewives

h. Returning veterans

i. Area vocational-technical schools

Persons have been identified and contacted who will provide access to potential students from these populations. The admissions applications can be provided them along with an opportunity for the prospective students to ask questions and discuss the college with our staff.

VII.

College Administration and Governance

State law and the recently revised rules of the State College Board delineate clearly the ultimate responsibility of the Board for the colleges subject to its control, including Minnesota Metropolitan State College. The rules designate the Chancellor as the chief executive for the System as a whole, and the President as the chief executive of each college, reporting to the Board through the Chancellor. But the rules also provide that each college is to have a constitution which is the product of widespread deliberation among administrative officers, faculty members, students, and professional support staff at the college. This constitution is to make provision for a broadly based system of participation in college governance, with ultimate responsibility and accountability lying with the President.

By 1975 at the latest--and perhaps much earlier--it should be possible for the college to create a permanent constitution. In making the decision to establish the constitution drafting committee called for in Board Operating Policy 1, the President will solicit the counsel of the interim Senate referred to below.

Until students are enrolled and a greater number of faculty recruited, it will not be possible for MMSC to have a fully developed system of college governance and a permanent constitution. Furthermore, legislation establishing the college, and the reports of those who advocated its establishment, require that the college involve not only those directly part of the college in its governance, but the representatives of other educational institutions and of the public generally. A number of recommendations have been made as to how this can best be achieved. We plan to proceed as follows for the first year or two.

The State College Board has designated a President. The President, with the concurrence of the Chancellor and the Board, has designated two other college officers. These are a Vice President who serves as Dean of the Faculties and chief academic officer; and a Secretary-Treasurer who serves as the college's chief fiscal officer and manager of its supportive administrative services, and who is responsible for college records, correspondence, and communications. Both of these officers are directly responsible to the President. These three officers make up the College Administrative Council.

By December 1, 1971, the college expects to have a Board-approved interim constitution as the basis of college governance during the development stage. The interim constitution will provide for a College Senate to which the full-time faculty, the community faculty, the students, and the professional support staff will elect representatives. The three college officers will serve ex officio. The Senate will serve as the principal agency for student, faculty, and professional support staff participation in college governance, as that concept is provided for in the State College Board Governing Rules.

The President has established a Policy Council, consonant with the Policy Council called for in the Citizens League report. It is made up of citizens from throughout the metropolitan area. It will be staffed by college officers, who will bring to it matters relative to the development and implementation of college policies. The Policy Council will also choose representatives to serve on the College Senate. One or two students and faculty members will sit with the Policy Council to insure good communication among all those interested in the institution. The Council is one channel for citizen participation in college decision-making. Its structure and functions will emerge in response to perceived needs. It has, for example, reviewed and made recommendations for the improvement of this Prospectus.

A few comments about the "spirit" in which the college is to be administered are also in order here. College officers are convinced that a good college administrator functions both as a student and as a teacher. He must be constantly learning from and about the educational institution he serves if he is to provide leadership to it. And he must provide that leadership by persistently practicing the qualities and skills of an effective teacher without becoming either pedantic or obvious in his "teaching."

In the seventies, colleges and universities are properly coming to involve all of their constituents--students and faculty, alumni and the public-at-large--in their governance. They are abandoning the notion that governance is the exclusive province of governing boards and presidents in favor of a view of themselves as self-governing institutions. If they are to succeed in self government, though, they must have leadership. Such leadership will emerge from all segments of the institution: it is not a monopoly of any one segment and certainly not of any one individual, whatever his title or legal power. On the other hand, to function as complex social organisms in an extremely complex social environment, educational institutions require continuity in planning and execution, and in securing the resources necessary to support the enterprise. To have continuity there must be those within the institution who devote full time to the performance of these functions.

Those who offer such full time leadership are obligated to maintain mechanisms for full consultation with all those who are effected by that leadership. More vital than consultation, administrators are obligated to solicit consent from among those to whom leadership is offered. Regular procedures for renewing the mandate of leadership or for determining that it has been lost must be established.

A college administrator must be a teacher today in order to assist all those who make self-government work. It is not enough, indeed it is dysfunctional, merely to open up decision-making processes to involve all those who are affected by the decisions. Those who are now involved in the decision-making--be they students, faculty, support staff, alumni, or board members--have neither sufficient time nor ready access to information. The administrator must therefore make information fully and readily available, formulate alternative courses of action and advocate those he judges most desirable, stimulate decisions, and make certain that decisions are properly implemented. Not so to function is for an administrator, in effect, to dare the constituents of the self-governing college to act and then to abandon them to the strongest whim among them.

Again, a good administrator today is a democratic teacher, not a behind-the-scenes manipulator. More often than not, like any good teacher, he does not know the answers. But he knows at least some of the right questions and much about how to seek the answers. It is this posing of questions and leading the search for answers which he should accomplish by teaching. As a student he is on par with his colleagues in finding and implementing the answers which emerge. And, of course, as a student he is fully prepared to learn from other good teachers who emerge from within or without the college, having no desire for pedagogical monopoly.

To lead implies that one has a sense of direction. One of life's great tragedies is the individual caught up in the pursuit of office who, upon obtaining it, has no concept of what he wants to do with it. The president and other officers of a college must have confidence in their own vision of the college's destiny, yet sufficient modesty to recognize that their vision must take its

place with that of others within the institutional marketplace of ideas. Certainly they must propose, and present the case effectively for their proposals. But they must permit the institution, in its collective judgment, to decide. And at MMSC, we must define the institution to include not merely those who study at it or work for it, but all those within the metropolitan community whom it will serve, directly and indirectly. On the really critical issues, of course, the administrative officers must be prepared to stand by their judgments and take the consequences of their rejection by the institution if such rejection comes. In short, they need a clear understanding of what the college, including its constituents and clients want, without succumbing to the view that what it wants is what it always ought to have. And,when in their view and on a critical issue, wants and needs diverge, they must stand fast for the needs and hope for, and work to obtain, support for them from the entire institution and its supporting constituency. If they fail to receive that support, then they should be replaced by those who can obtain it.

APPENDIX 1

The Planning of MMSC: An Outline

At MMSC we accept the proposition that planning is a continuous process rather than one which leads to a definitive plan. This Propsectus II, therefore, is viewed by us as one in a series which began with the version drafted by the President and Vice President, dated August 1, 1971. As we now see the on-going planning process, subsequent issues of the Prospectus will emerge, probably at irregular intervals. Each issue will describe the programs the college will undertake in the immediate future and the resources required to carry out those programs. In addition, each issue will also set forth the long-range goals to which the achievement of the short-range goals will contribute.

Prospectus II, therefore, contains a fairly detailed description of the basic characteristics of the college and of the pilot program the college will open on February 1, 1972. The purpose of undertaking the pilot program is to test our ideas before incorporating them permanently into the college program. For this reason, what's currently said about the first full academic-fiscal year, 1972-1973, may vary significantly from what we say in Prospectus III, which we presently expect to have ready as part of our report to the Minnesota Higher Education Coordinating Commission due May 1, 1972.

The college staff currently includes fifteen full and part-time professional employees. Major responsibility for drafting this document has fallen to them, with Douglas R. Moore, Vice President and Dean of the Faculties, coordinating their efforts and doing most of the actual writing. Early drafts of Prospectus II have been, or are being, discussed with a variety of individuals and groups, including representatives of other colleges and universities, the staff in the office of the Chancellor of the State College System, and the members of the College Policy Council, which presently includes ten citizens from a variety of backgrounds.

The final draft of Prospectus II is due in the office of the Chancellor on October 15, 1971. It will be forwarded by that office to the Executive Director of HECC on that date. On November 1, 1971, the State College Board will review the document prior to taking final action on it for the full Board. Also on that date the HECC Curriculum Advisory Committee, consisting of three representatives each from the University of Minnesota, the State College System, the State Junior College System, the area vocational-technical schools, and the private colleges and universities, will give a preliminary review and offer comments and recommendations which the college can consider prior to final review by CAC on November 15. The HECC will review Prospectus II in the light of the action taken by its Curriculum Advisory Committee on December 2, 1971.

A copy of Prospectus II, together with other pertinent materials, is being forwarded by the college to the North Central Association of Colleges and Secondary Schools in anticipation of a visit to the college by an NCA examining team in mid-December. This visit is part of the NCA process of considering the college for correspondent status, the first stage prior to full accreditation.

Once the process of review of Prospectus II is completed by HECC, the college will be ready to admit students to the pilot program and to accept formal applications for membership on the college faculty from interested and qualified community citizens. Meanwhile,the detailed procedures for operating the pilot program will be established as well as the procedures for training the faculty to function in this new kind of urban-oriented college.

By the spring of 1972 when the pilot program is well underway the college staff will undertake a comprehensive review of that program, a review which will involve all interested elements of the public and the educational community.

The purpose of this review will be to utilize the experience of the pilot program in shaping the details of the first full year of operation, 1972-1973. Those details will be carefully elaborated in Prospectus III, which will also be submitted to the State College Board and the HECC for a review similar to the review of this document. The college's plans for the 1973-1975 biennium will be elaborated in Prospectus IV, to be prepared during fall 1972 for review in connection with the State College Board's preparations for the 1973 session of the legislature.

It can be seen that MMSC is, in fact, committed to planning as a continuing process; one to be engaged in concurrently with operating the institution. Each statement of plans--each issue of the Prospectus--will be carefully developed and reviewed by representatives of all components of the college--faculty, students, and staff--as these become part of the college community. In addition, the college will make a conscientious effort to involve representatives of the other state colleges, the other systems of higher education, and the great variety of publics the college expects to serve in the planning process. And out of this constant planning process there should emerge an institution which is both responsible and responsive--one which serves the Twin Cities metropolitan area by bringing higher education to more and more persons who otherwise would not receive it and who can profit from it personally while greatly enhancing their contribution to the community.

Dates for Reviewing Prospectus II

October 25, 1971	Prospectus II due in Office of the Chancellor. Delivered by Vice Chancellor to staff of HECC.
November 1, 1971	State College Board Educational Policies Committee review (public meeting, 9:00 a.m.). HECC Curriculum Advisory Committee preliminary review.
November 15, 1971	Final review by HECC CAC.
December 2., 1971	Final review by HECC (public meeting).
Mid-December, 1971	Visitation by North Central Association examining team.

APPENDIX 2

MINNEAPOLIS STAR October 20, 1971

Metropolitan State gets big approval for 'no-campus' plan

Minnesota Metropolitan State College's innovative approach to higher education sounds promising to a large majority of Twin Cities-area residents questioned by The Star's Metro-Poll.

The 1971 Minnesota Legislature appropriated $300,000 for a state college in the Twin Cities area. Metropolitan State, scheduled to open in late 1972, is the result.

The Legislature approved no money for buildings. The college will operate wherever it can find space, using the community as its campus, and will concentrate on students who enroll in the college after attending junior colleges or vocational-technical schools.

The college will also try to serve adults.

Nine of 10 interviewed by Metro-Poll think the new school's plan to operate year-round and on weekends sounds like a solid idea.

Eight of 10 think it will be beneficial to have professionals not trained as teachers giving instruction in their specialties.

Two of 3 approve of using other facilities than traditional classrooms for instruction.

In sum 72 percent think the new college will "fill a need that other state colleges have not filled."

"It will be good for working parents like myself who don't have the opportunity to go at standard hours," said a 32-year-old Minneapolis woman.

"The practical experience of the teachers will make this approach more relevant," commented another Minneapolis woman. "Much of what I learned in college didn't apply," she said.

Their comments are typical of those made by respondents who think the new college will fill a need traditional colleges are not filling.

People in the 18-29 age group and those who themselves have had some college training are the most inclined to be favorably impressed by Minnesota Metropolitan State College's plans.

The 600 residents interviewed in August throughout the five-county metropolitan area were first told, "Instead of a conventional campus, the new college will use schools, factories, laboratories, churches, museums, auditoriums, streets and parks as its classrooms." That approach sounds good to 67 percent of the people surveyed.

Virtually all (92 percent) approve of the college's operating "year-round offering courses during the week and on weekends at hours to meet the needs of the people who work."

The third innovation was described in this way:

"Some instruction at the new college will be given by scientists, physicians, lawyers, business leaders and others who have not been trained as teachers. Do you think this is or is not a good idea?"

	Good idea	Not good	No opin.
All respondents	82%	15%	3%
18-20 years	91	9	–
30-39	88	9	3
40-49	78	19	3
50-59	82	18	–
60 and over	66	26	8
College	90	8	2

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APPENDIX 3

Additional Staffing Needed to Carry Out Programs Described in Prospectus II

2 Business Administration Economists

1 Human Services Program Senior Administrator

1 Urban Social Scientist

1 Urban Humanist

1 Urban Environmentalist

5 Competency Assessment and Counseling Staff

1 Director of Learning Resources

Printed on the Presses
at
Mankato State College
Audiovisual Services

AC
N-NPO

Carnegie Corporation of New York

437 Madison Avenue, New York, N.Y. 10022 · (212) 753-3100

Press Information: Sally Bedell

FOR RELEASE AFTER 12:00 P.M. THURSDAY, JANUARY 13, 1972

NEW YORK--January 13--Minnesota Metropolitan State College, a new kind of urban institution created mainly to reach adults beyond normal college age, today received a grant of $213,500 from Carnegie Corporation of New York. The funds will support planning and development of the college over eighteen months.

The new college, which will focus on urban affairs, will offer the last two years of undergraduate work. It will award degrees on the basis of demonstrated competence, judged by a faculty committee, rather than through credit hours accumulated or courses taken.

Scheduled to open in February with a small group of students, Minnesota Metropolitan will cater primarily to men and women who are fully occupied with jobs or household responsibilities or both. Many of these adults will be graduates of junior colleges and vocational schools seeking additional education or retraining and persons who have interrupted their college careers before obtaining degrees or who have received postsecondary education outside the formal academic setting.

The new college will operate year-round, every day of the week, with its hours geared to the schedule of each student. The entire community of Minneapolis-St. Paul will function as its "campus,"

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utilizing such facilities as museums, churches, studios, factories, banks, and government. According to David E. Sweet, president of Minnesota Metropolitan, "the campus will be wherever there are people and the possibility of an environment conducive to learning."

In a prepared statement for the press conference called to announce the grant, Alan Pifer, president of Carnegie Corporation, said:

"The approach of Minnesota Metropolitan reflects a recognition that higher education should be diversified through new colleges responsive to the needs of those not served by existing institutions and through new patterns of going to college.

"This college is an effort to implement several of the recommendations of the Carnegie Commission on Higher Education, particularly the concept that educational opportunities should be available throughout one's lifetime and closely related to everyday realities. It is an exciting alternative in higher education that, if successful, could serve as a model for the extension of postsecondary educational opportunities to new students in other metropolitan areas."

Upon enrolling at Minnesota Metropolitan, each student will work out with a faculty advisor a contract defining both his educational objectives and an individualized program of study in urban liberal studies or in a professional field such as urban administration (public and private) or urban human services (social work and rehabilitation, health services, and educational services). The various teaching-learning strategies to be used will include work-study programs, internships,

self-directed and faculty-guided inquiry, and group learning activities.

Assisting the students in achieving their educational goals will be two kinds of faculty members: a core of full-time faculty having significant teaching experience to serve as tutors to guide the students in identifying the educational resources appropriate to their needs and interests, and a community faculty, serving part-time but fully participating in college affairs, to consist of individuals from the metropolitan area with specialized expertise and a wide range of backgrounds, such as social workers, executives in industry, labor leaders, and policemen. They will be responsible for relating the students' programs to the realm of urban life.

Common to both the core and community faculty will be a commitment to helping the students discover how to live and function effectively in the cities long after they have left college.

Carnegie Corporation of New York was founded in 1911 by Andrew Carnegie for the advancement and diffusion of knowledge and understanding among the people of the United States and certain Commonwealth countries. Its assets now total approximately $330 million at market value.

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